DOCUMENT RESUME

ED 179 933 CS 005 157

AUTHOR Armstead, Major, Jr.
TITLE Redefining the Repertoire of Reluctant Readers at the Secondary School Level.
PUB DATE Nov 79
NOTE 8p.; Paper presented at the Annual Day of Reading Conference of the Secondary Reading League Council of IRA (10th, Oakbrook, IL, November 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Inservice Programs; *Inservice Teacher Education; *Reading Development; *Reading Diagnosis; *Reading Instruction; Reading Skills; *Remedial Reading Programs; Secondary Education; Tape Recordings; Teaching Methods

ABSTRACT

An inservice program designed to assist teachers to develop instructional strategies for high school students with poor cognitive skills is described in this paper. The discussion focuses on the employment of a "prima-facie analysis technique" designed to give the teacher and student immediate feedback about the student's reading behavior, to indicate the nature of the reading problems, and to indicate probable ways to correct any deficiencies. Seven phases of the prima facie analysis are described: an awareness phase in which teachers meet in small groups to discuss reading problems, a knowledge phase in which teachers tape record the reading behavior of several students, a skill development phase in which two or three teachers together listen to the tapes and devise effective strategies to help the students, a teacher/student conference phase in which the teacher plays the tapes and suggests corrective measures, an instruction phase in which the teacher covers the agreed-upon skills, an evaluation phase in which the students' reading is retaped and any improvement noted, and a last phase in which the second tapes are reviewed with the students. (AEA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179933

"Redefining the Repertoire of Reluctant Readers at the Secondary School Level"

A paper presented to the Secondary Reading League Council of IRA, November 3, 1979, Sheraton-Oakbrook Hotel

by Dr. Major Armstead, Jr.
Principal
Foreman High School
Chicago, Illinois

Teachers, students, and administrators need to generate more effective alternatives to attack the reading problems of high school students with low cognitive skill development. One suggestion is that educators work more cooperatively with these students in diagnosing problems, planning strategies, conducting activities and evaluating outcomes.[9] This is no easy challenge. However, the dimensions of the problem indicate that we analyze certain factors in the learning environment. The learning environment along with role-expectations and attitudes of the participants should be reviewed.[3] For example, some obstacles must be overcome in order for teachers to initiate and sustain viable teacher-student relationships that produce positive results in the classroom. These problems, begin, in many cases, when teachers receive inadequate training for the responsibilities they are expected to meet.[7] There appears to be a gap between the curriculum of teacher training institutions and the needs of our students. How many of these colleges and universities are offering courses in reading instruction for secondary schools? How often do faculties of teacher training institutions and secondary schools meet to share ideas about curricular changes and problems? If educators are not addressing the aforementioned questions with an organized plan of action, then we shall witness an ever widening chasm between what we are doing and what we should be doing for our students who have the greatest needs. Perhaps professional organizations such as the Secondary Reading League and the National Council of Teachers of English should advocate that colleges and school systems encourage student teachers to work with youngsters who have low

CS005157

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Major Armstead, Jr.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

cognitive skills and also with teachers who have had successes with these students.

There are many positive outcomes that grow out of developing such realistic and relevant pre-service programs for teachers.[3]

1) Properly trained teachers tend to actively seek solutions to problems effecting their students. They are less likely to express that problems should be resolved elsewhere e.g. home, elementary school, reading clinic, etc.

2) Properly trained teachers recognize that every teacher is a teacher of reading skills. They resist the "specialist syndrome" and attempt to help their students develop the specific skills needed to succeed in that particular course.

3) Properly trained teachers continue to learn new techniques. They tend to participate in activities that enhance their professional growth. They are more receptive to changes that occur in their schools.

4) Properly trained teachers select, develop, and use appropriate materials (e.g. correct readability level, interest, scope and sequence, etc.).

Another reason for reviewing alternate approaches to the teaching of reading in high schools is that some school communities have not selected or developed a systematic reading program with a management component beyond the middle grade levels. Thus, primarily some students are deprived of opportunities to apply "learning to read skills" (visual and auditory discrimination etc.) to "reading to learn responsibilities" (following directions, drawing conclusions, etc.). They are forced to make conceptual leaps in the upper elementary grades and high

school without the bridge of support that a systematic reading program would provide. Secondly, the cumulative effect of inadequate pre-service education experiences and the lack of systematic reading programs impacts negatively on teacher and student performance in these ways:

1) There is a lack of knowledge of what skills should be taught.
2) There is a lack of knowledge of when those skills should be taught.
3) There is a lack of knowledge of how those skills should be taught.
4) There is a lack of awareness of the possible debilitating factors that affect the instructional program.
5) The readiness, continuity, and reinforcement elements of the instructional program are desperately needed.

Without them, in a predictable fashion, the students are adversely affected. Moreover, students are not taught the value of discovering what they should know to become independent and efficient readers. Educators must engender a new spirit of positive thinking in our strategies because youngsters are learning to accept failure as a way of life.[7]

Our intervention at this point in their lives must offer some immediate relief. The goals must be clearly stated and mutually acceptable.[9] The research conducted on peer-group tutoring has indicated some advantages of the "full partnership" rationale.[2] All participants in the project are capable of receiving benefits from the educational enterprise - producing a valid "win-win" situation.

The author has developed and implemented an inservice program that encompasses the philosophy of peer-group tutoring and also fosters synergetic relations among teachers, among students, and between teachers and students.

Prima Facie Analysis Technique

Step 1 - (Awareness Phase) Opportunities should be created for teachers to meet in small groups. They could discuss problems related to reading instruction and review general and acceptable proposals for solving problems.[4]

Step 2 - (Knowledge Phase) Encourage teachers to tape-record and listen to reading behavior of several students.[6] They may use informal reading inventories or graded paragraphs to assess the students independent, instruction, or frustration reading levels. Teachers should agree on a standard set of symbols that may be used to record the reading errors of the students e.g. word omissions, substitutions, etc. Keep recordings for future reference.[8]

Step 3 - (Skill Development Phase) Recommend that two or three teachers work together as they listen to tape-recordings of selected students and record errors. Then the teachers should form a consensus of opinion as to which errors were made and two or three probably causes of the problems. A discussion of strategies that have proven effective should also be noted.[5]

Step 4 - (Teacher-Student Conference Phase) Play the tape recordings for the students (individually or in groups). Discuss reading errors and probable causes. Set goals with students as to <u>which errors</u> to reduce and <u>how to start</u> correcting the problems. Select <u>specific</u> materials and activities. Students may work in small groups as teachers did in (step 3).[1]

Step 5 - (Instruction Phase) Teach the agreed upon skills. Provide opportunities for students to work independently.

Step 6 - (Evaluation Phase) Tape record the reading behavior of the students as in Step 2. Use similar material. Teachers should work together as in Step 3. Compare the errors (findings) of tape 1 and tape 2. Chart improvement.

Step 7 - Review tapes with students as in Step 4. Set appropriate goals based on progress achieved.

In summary, this approach is not a panacea for the complex problems that are challenging the secondary schools today. However, it is effective when used with teachers and students who desire some immediate indication of progress attained for their efforts. Other benefits of the Prima Facie Analysis Technique are:

1) participants learn to work cooperatively and rely on themselves as resources
2) a non-threatening environment is created
3) emphasis is placed on what teachers and students should and can accomplish
4) participants may discover dialect differences, vision anomalies, hearing or perception problems, etc.
5) specific problems are isolated and analyzed
6) technique of recording and retrieving information about the status of a students' performance is relative simple to follow
7) tape recorders generally stimulate student interest
8) auditory and visual perception skills may be sharpened
9) multimedia exploitation is encouraged to reach the most efficient sensory modalities of students
10) adaptive and cost effective; very little capital outlay is needed to implement program.

BIBLIOGRAPHY

1. Armstead, Major et al — "Target Reading Series" Laidlaw Brothers 1973

2. Colosimo, Jerry — "Tutors in the vanguard system." Clearing House vol. 4, no. 4, May 1973

3. Dechant, Emerald, ed — Detection and correction of reading difficulties. Appleton-Century Crofts, 1971

4. Goodman, Yetta M. — "Using children's reading miscues for new teaching strategies." The Reading Teacher February 1970, vol. 23, no. 5

5. Giuliano, Helen S. — "Taxonomy of reading skills and materials for youth and adults." Educational Developmental Laboratories, New York, 1972.

6. Johnson, Marjorie et al — Informal Reading Inventories. Newark, Delaware International Reading Association 1965

7. Levine, Daniel V. — "Educating alienated innter-city youth: lessons from the street academies." The Journal of Negro Education. vol. 44, Spring, 1975

8. Sucher, F. et al — "Sucher-Allred reading placement inventory (Teacher's Manual). The Economy Co. 1973

9. Yoakley, David H. — "A study of student participation in classroom management to effect an increase in appropriate behavior." Journal of Educational Research, vol. 69, no. 1, September 1975

CHECKING WORD-RECOGNITION ERRORS

The teacher records the kinds of word-recognition errors made during oral reading by using the following symbols.

COMMON ERROR	SYMBOL	TEACHER'S RESPONSE
Mispronunciation	M	Place an M on the word mispronounced, and write the student's pronunciation above the word. *Mispronunciation of a proper noun is counted only once, even though it may occur several times.*
Nonpronunciation	N	If, after approximately five seconds, the student does not say the word, pronounce it and write the letter N on the word.
Omission	very	Circle the word or part of the word omitted.
Insertion	ran fast	Write in the word inserted.
Substitution (similar meaning)	dad ~~father~~	Draw a line through the word and write in the word substituted.
Repetition	around the corner	Use an extended check mark if *three or more* consecutive words are repeated.

The following are reading errors which are not counted but serve as a placement guide.

Corrected pronunciation	~~a~~C~~l~~and	When a word is mispronounced but the student corrects it himself, write the letter *C* on the word corrected.
Poor phrasing	Bill ran/down the street and over/the	When words are grouped other than in meaningful phrases, place diagonal marks where the student pauses.